**English Medium Term Planning - Year 3 Spring Term**

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| **Text** | **Objectives** | **Genres** |
| *Coming to*  *England*  by Floella Benjamin | **Spoken language:**  • Ask relevant questions  • Build vocabulary  • Articulate and justify answers  • Participate in discussions, presentations, performances, role-play, improvisations  and debates  • Consider and evaluate different viewpoints  **Reading comprehension:**  • Draw inferences (characters' feelings, thoughts and motives) from their actions  • Use dictionaries to check the meanings of words  • Predict from details stated and implied  • Ask questions to improve understanding of a text  • Discuss words and phrases that capture the reader’s interest and imagination  • Check text makes sense  **Writing composition:**  • Plan writing by discussing the structure, vocab and grammar of similar writing  • Discuss and record ideas  • Compose and rehearse sentences orally  • Build an increasing range of sentence structures  • In narratives, create settings, characters and plot  • Proofread for spelling and punctuation errors  • Read aloud own writing using appropriate intonation and controlling the tone and  volume so that the meaning is clear  • Assess the effectiveness of writing  • Use the first two or three letters of a word to check it in a dictionary | Recount - Letter |
| *Big Blue Whale*  By Nicola Davies | **Spoken language:**  • Listen and respond  • Ask relevant questions  • Build vocabulary  • Articulate and justify answers  • Speak audibly and fluently  • Participate in discussions, presentations, performances, role play, improvisations  and debates  • Select and use appropriate registers for effective communication  **Reading comprehension:**  • Read for a range of purposes  • Predict from details stated and implied  • Identify main ideas drawn from more than one paragraph and summarise  • Identify how language, structure and presentation contribute to meaning  • Retrieve and record information from non- fiction  • Participate in discussion about books  **Writing composition:**  • Plan writing by discussing the structure, vocab and grammar of similar writing  • Discuss and record ideas  • Compose and rehearse sentences orally  • Propose changes to grammar and vocabulary to improve consistency  • Assess the effectiveness of own and others’ writing (Mastery key)  • Proof-read for spelling and punctuation errors  • Read aloud own writing using appropriate intonation and controlling the tone and  volume so that the meaning is clear | Information Text |
| *The River’s Tale*  extract by Rudyard Kipling | **Spoken language:**  • Listen and respond  • Ask relevant questions  • Build vocabulary  • Participate in discussions, presentations, performances, role play,  improvisations and debates  **Reading comprehension**:  • Use dictionaries to check the meaning of words  • Discuss words and phrases that capture the reader’s interest and imagination  • Recognise different forms of poetry  • Explain meaning of words in context  • Ask questions to improve understanding of a text  **Writing composition:**  • Plan writing by discussing the structure, vocab and grammar of similar writing  • Discuss and record ideas  • Compose and rehearse sentences orally  • Proof-read for spelling and punctuation errors | Poetry |